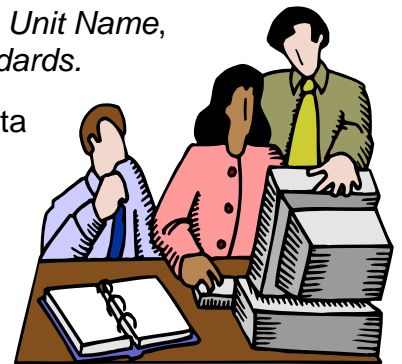


Quality Map Writing ... With Curriculum Design In Mind

When teachers are first asked to learn how to write a curriculum map they have a tendency to see the writing process as equal to writing a lesson plan. It is not. A lesson plan focuses more so on *practice* than design. A curriculum map focuses more so on *design* than practice. That is why writing a curriculum map does not replace writing lesson plans. Curriculum maps provide blueprints for building (structuring) the learning and corresponding lesson plans provide the details regarding “how” the building actually gets built.

The most detailed map is a Projected/Diary Map. It provides evidence of what a teacher personally plans regarding student learning (projected) and what actually happens (diary). Before teachers can work collaboratively to design Consensus Maps or Essential Maps they must first *individually* grasp the nuances of writing curriculum maps with *design* in mind. Therefore, each teacher must struggle with developing a personal, cognitive understanding of how to record the map elements. As Erickson (2002) comments, “writing is thinking—and the arrangement of words on paper to effect instructional improvement in the classroom is a sophisticated task” (pp. 3–4). The explanations in this guide regarding how to “arrange the words” in a Projected/Diary Map are based on recommendations detailed in the book, *A Guide to Curriculum Mapping: Planning, Implementing, and Sustaining the Process*. The elements focused on in this guide are the six most common elements included in Projected/Diary Map by a beginning map writer: *Unit Name*, *Content*, *Skills*, *Assessment (Evaluations)*, and *Resources* that are intra-aligned to one another and to *Standards*.

Curriculum mapping includes conducting ongoing collaborative reviews using curriculum maps and other data bases (Hale, 2008; Jacobs 1997, 2004). If you are just starting the mapping process, it is important to know that oftentimes reviews are conducted *without* the map writer or writers present. For example, a grade level may be conducting a review within their selected mapping system that includes not only their grade level’s maps, but maps from grade levels above and below as well. Therefore, ensuring consistency in how the map elements are recorded throughout a learning organization ensures that map reviewers can conduct quality conversations and collaborations without making incorrect inferences or assumptions.



A quality written map is defined as: *a map wherein map readers do not need the map writer or writers present to correctly interpret the map’s data*. For mapping to be successful—and sustainable—your learning organization needs to establish, from the onset, system-wide map-writing norms regarding the *wording*, *format*, and *intra-alignment* of the map elements. The map month examples and explanations included herein are recorded using a generic template. Your mapping system may constitute some of the element’s data be recorded in a manner that befits the system. Remember the main focus of this guide is to support and remind beginning map writers, or those who want to improve the quality of existing maps, how to write a quality map with design in mind. As with any writing process, your learning organization’s curriculum map element entries will improve over time. Teachers oftentimes begin to add their own adaptations to a learning organization’s institutionalized writing norms. This is the beauty of mapping. Start by establishing a solid, system-wide foundation and then allow teachers to personally and collaboratively embellish the map elements as they naturally evolve.

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Projected/Diary Map Quality* Sample Month

Individual Teacher's Planned/Operational Evidence of Student Learning

Mon	Content	Skills	Assessment	Activities/ Strategies	Standards
Sept	<p>COMPREHENSION: EXPOSITORY READING A. Informational Text: Inform, Instruct, Guide, Direct, Show <i>Resources</i> --Chapter 10, pp. 135-152 --<i>The Arizona Republic</i> --A Variety of How-To Manuals</p> <p>B. Stated or Implied Main Idea: Textual, Visual <i>Resources</i> --A Variety of How-To Manuals</p> <p>COMPREHENSION: FICTIONAL READING C. Historical Fiction Text: Fact Versus Fiction <i>Resources</i> --Excerpts from a Variety of Scholastic's <i>Dear America</i> / <i>My Name is America</i> Series Titles</p>	<p>A1. State in writing 5 key purposes of informational reading using support examples A2. Identify in writing 3 self-determined attributes for reader's use of informational text versus fictional text A3. Differentiate visually and in writing textual/visual details to support 5 informational purposes A4. Justify in writing hypotheses for writer's purpose and methods in meeting audiences' textual or visual needs</p> <p>B1. Summarize orally and in writing explicit or implicit central idea based on chronological, sequential, or logical order B2. Locate visually and in writing directional information based on 4 organizational features: bold print, numbers, captions, keys</p> <p>C1. Compare and contrast in writing similarities and differences between historical expository text and historical fiction text C2. Identify and define in writing 5 common literary devices used in diary-based reading: structure, tone, theme, point-of-view, characterization C3. Characterize in writing personality traits of main characters based on literary devices used by author</p>	<p>A1-A2. 20 MC / 5 Primary Source Identification Test A1. 10 Statement Matching Quiz A3. 5 Informational Excerpts Mini-Essays (Evaluation: Teacher Ob/Rubric) A4. FOR Audience Identification Quiz (Evaluation: Teacher Ob/ Student Feedback)</p> <p>B1-B2. 25 Short Answer Test B1. FOR 2-Minute Oral Presentation (Evaluation: Teacher Ob/Rubric)</p> <p>C1-C3. James Edmond Pease Essay (Evaluation: Teacher Ob/6+1 Trait Rubric for Voice/Word Choice)</p>	<p>A2-A3. Manipulative Venn Diagram A4. Point of View Matrix</p> <p>B1. In small groups, put together "puzzle" for each order using real-world text examples</p> <p>C1. Manipulative Venn Diagram C2-C3. Making Connections Configurations</p>	<p>A. 6.3.1.0 (D) 6.3.1.1 (D) 6.3.2.1 (I) 6.3.2.3 (I)</p> <p>B. 6.3.1.0 (D) 6.3.1.3 (D) 6.3.1.2 (I)</p> <p>C. 6.2.1.0 (D) 6.2.1.2 (D) 6.2.2.5 (I)</p>

***Quality Map: Map readers *do not* need the map writer present *to correctly interpret* the map's data.**

Projected/Diary Map Sample Month

Moving Toward Quality 1

Month	Content	Skills	Assessment	Activities/ Strategies	Standards
Sept	A. Informational Text: Inform, Instruct, Guide, Direct, Show Resources --Textbook --Magazine --Manuals	A. State five key purposes for informational reading A. Identify three attributes for reader's use of informational text versus fictional text A. Differentiate details to support five informational purposes A. Justify hypotheses for writer's purpose and methods in meeting audiences' textual or visual needs	A. MC / Primary-Source Identification Test A. Matching Quiz A. Mini-Essays	A-C. Manipulative Venn Diagram Point of View Matrix In small groups, put together "puzzle" for each order using real-world text examples Manipulative Venn Diagram Making Connections Configurations	A. 6.3.1.0 6.3.1.1 6.3.2.1 6.3.2.3
	B. Stated or Implied Main Idea: Textual, Visual Resources --Manuals	B. Summarize idea based on chronological, sequential, or logical order B. Locate directional information based on organizational features	B. Short Answer Test		B. 6.3.1.0 6.3.1.3 6.3.1.2
	C. Historical Fiction Text: Fact Versus Fiction Resources --Historical Fiction Books --Website	C. Compare and contrast similarities and differences between historical expository text and historical fiction text C. Identify and define common literary devices used in diary-based reading C. Characterize personality traits of main characters based on literary devices used by author	C. Essay		C. 6.2.1.0 6.2.1.2 6.2.2.5

Projected/Diary Map Sample Month

Moving Toward Quality 2

Month	Content	Skills	Assessment	Activities/ Strategies	Standards
Sept	Informational Text Inform, Instruct, Guide, Direct, Show Stated or Implied Main Idea Textual, Visual Historical Fiction Text Fact Versus Fiction	State purposes for informational reading Identified attributes for a reader's use of informational text versus fictional text Differentiate details to support informational purposes Justify hypotheses for a writer's purpose and methods in meeting audiences' textual and visual needs Summarize idea based on chronological, sequential, or logical order Locate directional information based on organizational features Compare and contrast similarities and differences between historical expository text and historical fiction text Identify and define common literary devices used in diary-based reading Characterize personality traits of main characters based on literary devices used by author	Primary-Source M/C Test Matching Quiz Mini-Essays Short Answer Test James Edmond Pease Essay	Manipulative Venn Diagram Point of View Matrix In small groups, put together "puzzle" for each order using real-world text examples Manipulative Venn Diagram Making Connections Configurations	6.3.1.0 6.3.1.1 6.3.2.1 6.3.2.3 6.3.1.0 6.3.1.3 6.3.1.2 6.2.1.0 6.2.1.2 6.2.2.5

Moving Toward Quality 3

Month	Content	Skills	Assessment	Activities/ Strategies	Standards
Sept	NONFICTION TEXT MAGAZINE TEXT HISTORICAL FICTION TEXT WRITER'S PERSPECTIVE WRITER'S PURPOSE	Know key purposes for informational reading Understand textual and visual details support informational purposes Demonstrate common literary devices used in diary-based reading Use personality traits of main characters based on literary devices used by author	Daily Reading Inventory Quizzes Tests Essays Homework		

Curriculum Mapping Map Explanations

Projected/Diary Map — Quality Sample Month

Content Field

1. UNIT names are written in *all capital letters and boldfaced*.
2. CONTENT listings are written as *Noun/Noun Phrase: Descriptor* (Note: A's secondary descriptors [after colon] make sense being verbs in this particular recording since it is not describing student action or ability); each word *starts with a capital letter* as in a title.
3. INTRA-ALIGNMENT CODING has begun using *letters* to align *Content* to *Skill statements* (A., B., C.). Important Note: The recorded learning *starts over* with "A" *each month*.
4. RESOURCES are included below each content recording.* Each listing has two dashes prior to the listing. *Adopted* textbook, kits, or materials when used are listed *first* and include *specific* chapter(s) and, if appropriate, *specific* page numbers if entire chapter or unit is not used. (Note: There is no need to list company name of *adopted text* as it included in the Course Description within a mapping system.) When recording resources, it is up to discretion of the map writer to what extent resources are recorded. The important point to remember is it should be *critical-to-learning* resources and not everyday items such as a pencil, pen, or paper.

*If a resource is utilized for more than one Content letter-coding set, under the first applicable Content the map writer records the *letter coding range* and the specific resources followed by any resources specific to *that particular* Content listing. For example:

A-C Resources

--Chapter 8

--Notetaking Cards

A Resources

--<http://www.desertusa.com/june97/>

[du_barnowl.html](http://www.desertusa.com/june97/du_barnowl.html) (*Common Barn Owl*)

Skills Field

1. SKILL statements are written using *measurable verb-target-descriptor* pattern. No Understand..., Demonstrate...Know..., Show..., Use... started any skill statements as these are not measurable verbs.
2. Map writer included targets (*Locate visually and in writing...*; *Justify in writing...*); quantity descriptors using numerals (5 key purposes...; 3 self-determined...); and explicit, pertinent details (: structure, tone, theme, point-of-view, characterization) that aid in correct interpretation of student learning by map readers.
3. INTRA-ALIGNMENT CODING continues and visually represents the *relational alignment* to Assessments by the *addition of numbers to letters* (A1., A2., A3., A4., B1....).

Assessment Field

1. Map writer has included *summative* Assessments (Assessments OF Learning). While informal assessments (Assessments FOR Learning) most often “live” in lesson plans, when choosing to include in a map, the map writer uses the term FOR *prior* to the Assessment name. Example: B1. FOR 2-Minute Oral Presentation (Evaluation: Teacher Ob/Rubric)
2. Assessments are recorded as *defined nouns* (in other words, the map writer “named” the Assessments) and included *quantities/types of problems* (10 Statement; 25 Short-Answer). Assessment names can also be *descriptions of performances* (Examples: Spring Song Duet; Rugby Match; Thomas Jefferson Oration; Human Cells PowerPoint Presentation).
3. When the listed Assessment “names” were not clear as to how the evaluation of learning was accomplished, map writer *recorded the evaluation’s key method or methods* (Evaluation: Peer Review/Rubric) so map readers have some clarity as to how learning was judged.
4. INTRA-ALIGNMENT CODING continues to visually represent alignment of Content/Skills to the Assessments by including the *specific Skills’ letters and numbers* before the appropriate Assessment name (B1-B2. 25 Short-Answer Test).

Standards

1. STANDARDS are intra-aligned for *each* Content listing that references *both* the aligned Content and Skill statements for that learning “set.”
2. Map writer has indicated *level-of-learning expectation* indication in parentheses *after* each skill statement: (I) Introduce; (D) Develop; (M) Mastery (sometimes referred to as independency); (R) Reinforce.

General Norms

1. *No periods* used at end of statements in any field; a period is used *only* after INTRA-ALIGNMENT Coding (A. / A1. / A1-A3.).
2. Written using a *numeral rather than a number word*, even for 0 through 9 (5 key purposes... 3 self-determined...) in *any recording field*.
3. Written using *one or two line spaces* to separate each Content/Skills/Assessment/Standards “set” so map readers can easily find/review data sections. The line space may be in any element field as it is dependent on amount of text per field. Important Note: *When viewing a map in a mapping system in cyberspace the line spacing across the screen may not be even.* This is normal and not something that can be controlled. If you want an across-the-map perfect-line spacing convert the month/entire map to a WORD document and align the text as desired to view, print out, and/or save to the document to a hard drive or flash drive.
4. Since there is an optional element field in this map for recording “practice” (Activities/Strategies), the map writer chose to include significant activities/strategies and INTRA-ALIGNED them using letter/number codings to the appropriate Skill statement(s).

Curriculum Mapping Map Explanations: Projected/Diary Map—Moving Toward Quality 1

This map is moving toward becoming a quality map. Even though much of the wording, format, and intra-alignment have been included the map *does not have the clarity* that would consistently direct map readers toward *accurately interpreting* the map's data. Specific comments concerning the present quality of this map are in *italics and underlined text*.

Content Field

1. No Unit names.
2. CONTENT is listed as Noun/Noun phrase: Descriptor; written in upper and lower case.
3. INTRA-ALIGNMENT CODING matching Content to Skills represented properly.
4. RESOURCES are listed using two dashes, but the map writer wrote textbook rather than the specific chapter (and page numbers) and is vague regarding the other recorded resources.

Skills Field

1. SKILLS start correctly with measurable verbs, but the map writer did not include targets or descriptors to clarify learning expectations.
2. INTRA-ALIGNMENT CODING has not been continued to show alignment to the Assessments since it only has a letter before each listed Skill. Each Skill statement should also have a number coding.

Assessment Field

1. Map writer has included generic Assessments. They are not listed as distinctly defined nouns since they do not include quantities or types of problems or description of performance. Likewise, if any of the included assessment were formative (FOR), or involving collaboration with other teachers (COMMON or SAME) this is not indicated.
2. Assessments that need evaluation data do not have parentheses information.
3. Assessments are not aligned to Skill statements since there are no INTRA-ALIGNMENT coding numbers included.

Standards Field

1. While the standards are properly aligned to Content listings using letter coding, there is no indication level-of-learning expectation indication in parentheses *after* each skill statement: (I) (D) (M) (R).

General Norms

1. Did not use numerals instead of number words (five attributes..., three attributes...).
2. Did not use one or two line spaces; instead there is wider vertical spaces separating the content-skills “sets.” Note: When there is a large amount of data in a curriculum map having a lot of extra vertical line space makes the map extend much longer than necessary to read and print out.
3. In the optional element field (Activities/Strategies) the map writer has lumped the activities/strategies together so it is up to the interpretation of the map's readers as to which activities/strategies apply to what Skill statement(s).

Curriculum Mapping Map Explanations: Projected/Diary Map—Moving Toward Quality 2

This map is attempting to include data that helps move it toward becoming a quality map, but *it does not have the clarity* necessary for *accurate interpretation* by map readers. This map's look is sometimes referred to as a "laundry list" map. Note that there is NO INTRA-ALIGNMENT between any of the Content/Skills/Assessment/Resources/Standards using a letter/number coding system. Specific comments concerning present quality is in italics and underlined text.

Content Field

1. CONTENT is listed as nouns descriptors with no colon separation which makes it difficult for map readers to differentiate.
2. No RESOURCES included.

Skills Field

1. SKILLS start correctly with *measurable verbs*. Map writer did not use targets or detailed descriptors.

Assessment Field

1. Map writer has included generic Assessments. They are not listed as distinctly defined nouns since they do not include quantities or types of problems or description of performance. Likewise, if any of the included assessment were formative (FOR), or involving collaboration with other teachers (COMMON or SAME) this is not indicated.
2. Assessments that need evaluation data do not have parentheses information.

Standards Field

1. STANDARDS are included, but no indication of intra-alignment to content-skills "sets" using letter coding.

General Norms

1. There are no line spacings between any recorded data in any element field.
2. In the Activities/Strategies field, the map writer has lumped the strategies together so it is up to the map's readers to interpret what activities/strategies apply to what Skill statement(s).

Curriculum Mapping Map Explanations: Projected/Diary Map—Moving Toward Quality 3

There is NO INTRA-ALIGNMENT between any of the Content/Skills/Assessment by use of a coding system and no standards included.

Content Field

1. CONTENT recordings are confusing for map readers to interpret. Are the listings meant to be Unit names or Content?
2. No RESOURCES included.

Skills Field

1. SKILLS start of incorrectly with non-measurable verbs (Know, Understand, Demonstrate, Use).
2. Map writer did not use targets or detailed descriptors.

Assessment Field

1. Map writer seems to have included only practice exercises or formative Assessments (Daily Reading Inventory) and generically listed assessment types.
2. No quantities/types of problems, descriptors of performance, or evaluation information.

What Happens When Learning “Lives” In Two Months?

The map writer has recorded the following in September’s Projected/Diary Map:

Month	Content	Skills	Assessment	Standards
Sept	COMPREHENSION: EXPOSITORY READING A. Informational Text: Inform, Instruct, Guide, Direct, Show <i>Resources</i> --Chapter 10, pp. 135-152 -- <i>The Arizona Republic</i> --A Variety of How-To Manuals	A1. State in writing 5 key purposes for informational reading using support examples A2. Identify in writing 3 self-determined attributes for reader’s use of informational text versus fictional text A3. Differentiate visually and in writing textual/visual details to support 5 informational purposes A4. Justify in writing hypotheses for writer’s purpose and methods used in meeting audiences’ textual or visual needs	A1. 10-Statement Matching Quiz A1-A2. 50-Q Primary-Source M/C Test A3. 5 Informational Excerpts Mini-Essays (Evaluation: Peer Review/Rubric) A4. FOR Who’s the Audience? (Evaluation: Peer Review/ Rubric)	A. 6.3.1.0 (D) 6.3.1.1 (D) 6.3.2.1 (I) 6.3.2.3 (I)
	B. Stated or Implied Main Idea: Textual, Visual <i>Resources</i> --A Variety of How-To Manuals	B1. Summarize orally and in writing explicit or implicit central idea based on chronological, sequential, or logical order	B1. FOR 2-Minute Oral Presentation (Evaluation: Teacher Ob/Rubric)	B. 6.3.1.0 (D) 6.3.1.2 (I)

The next month’s data confirms that the learning *continues* from September into October. Notice the INTRA-ALIGNMENT Coding *has returned to the letter A*. Each month the INTRA-ALIGNMENT Coding always starts over with the letter A. When recording this month’s Assessments, the map writer placed the appropriate prior month’s Content/Skills coding in parentheses *before* the current month’s Content/Skills coding.

Month	Content	Skills	Assessment	Standards
Oct	COMPREHENSION: EXPOSITORY READING <i>(Cont. from Sept.)</i> A. Stated or Implied Main Idea: Textual, Visual <i>Resources</i> --A Variety of How-To...	A1. Locate visually and in writing directional information based on 4 organizational features: bold print, numbers, captions, keys	(Sept. B1) A1. 30 Short Answer Test	A. 6.3.1.3 (D)